DOCUMENT RESUME

ED 156 230 JC 780 324

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TITLE	A Report on the Administrative Problems and Related Issues Concerning the Regional College System of the Socialist Republic of the Union of Burma.
INSTITUTION	Ministry of Education, Rangoon (Burma).
SPONS AGENCY	Department of State, Washington, D.C.
PUB DATE	Apr 78
GRANT	1U69-730445
NOTE	57p.; Charts have been deleted due to extremely small print ; Best copy available
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Administrative Organization; College Administration; College Role; Educational Change; *Educational Development; *Educational Objectives; Educational Philosophy; General Education; Junior Colleges; National Programs; Post Secondary Education; Socialism; Technical Education; *Technical Institutes; *Vocational Education
IDENTIFIERS	*Burma

ABSTRACT

In keeping with its educational philosophy, to provide basic education (equated with livelihood and based on socialistic moral values) to all citizens, Burma has been reforming its educational system since 1962. The biggest policy change came in 1977 when 17 Regional Colleges were opened throughout the country to produce middle-rung technicians; to train students theoretically and practically for successful job-entry and eventual employment on supervisory levels; to engage students in production and give them experience working with their hands while studying; and to educate students so that those of high intellectual caliber may pursue university degrees. In addition to discussing the Regional Colleges' administrative structure, the paper considers examples of other institutions providing technical and vocational education; the elimination of the first two years from universities and university-level professional institutes; the pilot project to introduce pre-vocational subjects in basic education, alternatives for administering the Regional Colleges through the various departments of education, the Educational Research Bureau, the Board of Examination, or the Burmese Language Commission; and recommendations for improving the system. Summaries of salient points of interviews, discussions, and visitations from early January through early March 1978 are appended. (TE)

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A

REPORT ON THE ADMINISTRATIVE PROBLEMS AND RELATED ISSUES CONCERNING THE REGIONAL COLLEGE SYSTEM OF THE SOCIALIST REPUBLIC OF THE UNION OF BURMA

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Office of the Ministry of Education
Rangoon, Burma
April 1978

JC 780 324

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Foreword

This report is the result of documentary analysis, numerous discussions, direct observations, and visitations. Needless to say, this report would not have been possible without the contributions and wholehearted cooperation of countless individuals, a listing of whom would occupy too much space in a foreword.

I would be remiss, however, if I did not mention a few individuals for the important role they played in this project. Special thanks are due Mr. Francis P. Coward, Cultural Affairs Officer, American Embassy, for his leadership in making this cultural and educational exchange possible; U Khin Maung Win, Minister of Education, and U Myint Aung, former Deputy Minister of Education, for their personal interest in the project which made it possible for it to become a reality; to U Khin Aung Kyi, Rector, Rangoon Institute of Technology, and U Kin Maung Kywe, Lecturer, Institute of Economics, for their dedication and efficiency in tending to the details of my work schedule and daily needs; to U Myo Khin, Instructor, Department of Civil Engineering, Rangoon Institute of Technology, for his devoted assistance beyond the call of duty which made a complicated task much more manageable and pleasant; and to U Wan Nyunt and Daw Khin Nyo Oo, for their assistance in tending to my day-to-day problems and meeting efficiently my numerous clerical demands.

To these individuals and to all those who willingly gave of their time and energy to provide meaningful and significant input, I wish to express deep appreciation and gratitude and to say, as is the custom in Hawaii, "Mahalo nui loa!!!"

I. Introduction

My assignment as specified in the contract with the Department of State, United States of America, is as follows: To serve as advisor and consultant on the Community College project in Burma. To be more specific, my task is to serve as advisor and consultant to the Burmese authorities on matters pertaining to the administrative problems and related issues concerning the newly established Regional College system of Burma. Before getting into a discussion of the administrative issues of the Regional Colleges of Burma, it is necessary at the outset to explicate the basic assumption which undergirds my entire effort.

Inasmuch as we are dealing with educational administration, we should begin with a general conception of the nature of education. Depending on one's perspective, education means different things to different people. Some argue that the nature of education is unchanging and transcends time and place, while others claim that education is bound by time and place. I subscribe to the conception that education is a social function. That is, the nature of education is dependent on the quality of life of the given society in which education takes place. Therefore, if we are to talk meaningfully about the educational problems of Burma, we must do so within the context of the commitments, aspirations, and hopes of Burmese society.

What is the nature of the society in which we are operating today in Burma? As the official name of Burma, The Socialist Republic of the Union of Burma, indicates, it is a society committed to socialism, albeit a socialism with a unique Burmese stamp on it. Just as we have such basic documents as the Federal Constitution with its Bill of Rights, State Constitutions, and the Declaration of Independence which set forth the fundamental principles which guide the operation of our nation in the United States, so do the Burmese have their official basic documents which set the tone of their effort to create a unified nation. Two of these fundamental documents are The System of Correlation of Man and His Environment and The Burmese Way to Socialism: The Policy Declaration of the Revolutionary Council. The principles of socialism as enunciated in these documents permeate every aspect of life in Burma.

With respect to education, with which we are primarily concerned, The Burmese Way to Socialism declares as follows:

> 17. (a) Education.--The Revolutionary Council believes that the existing educational system unequated with livelihood will have to be transformed. An educational system equated with livelihood and based on socialistic moral values will be brought about. Science will be given precedence in education.
>
> Our educational target is to bring basic education within the reach of all. As regards higher education only those who have promise and enough potentialities and industriousness to benefit from it will be specially encouraged. (p. 50)

Based on this principle, proclaimed on April 30, 1962, the Burmese government embarked on its program to reform its educational system.

The inherited English colonial education system, which the Revolutionary Council believed trained the Burmese for "second-class" status and which the Council found unsatisfactory, was described by an eminent Burmese scholar on education as:

> . . .a system "with an absence of ideals, narrow objective to manufacture clerks and minor officials en masse, parallel and unrelated types of schools, single-track academic curriculum, preoccupation with book-learning and passing of examinations somehow, nonprovision of diversified courses totally ignoring the needs of the pupils, and a tendency to ignore the need for technical and agricultural education. . . ." (Prof. Dr. Nyi Nyi, Decade of Socialism: New Educational Reforms in Burma, extract from the Guardian Daily, March 2, 1972, Ministry of Education, Rangoon, Burma, p. 3.)

One of the early efforts to reform this educational system was to make the university less "ivory-towerish" and more responsive to societal needs by making it more "professional." Thus, in 1964 the then existing University of Rangoon and University of Mandalay were reorganized into ten higher education institutions--two universities and eight university level institutes--as follows:

Rangoon Arts and Science University, with affiliated colleges:
- Workers' College, Rangoon
- Moulmein College
- Bassein College

Mandalay Arts and Science University, with affiliated colleges:
- Magwe College
- Taunggyi College
- Myitkyina College

Institute of Medicine I, Rangoon, with affiliated college:
- College of Dental Medicine

Institute of Medicine, II, Mingaladon

Institute of Medicine, Mandalay

Rangoon Institute of Technology

Institute of Economics, Rangoon

Institute of Education, Rangoon

Institute of Agriculture, Mandalay

Institute of Animal Husbandry and Veterinary Science, Insein

Subsequently, the College of Dental Medicine affiliated with the Institute of Medicine I, was established as a separate Institute of Dental Medicine. (See Chart 1, "The Existing System of Education.")

In the 1974-75 academic year, fifty basic education schools were selected as a pilot project to introduce pre-vocational subjects in the fifth grade. The following subjects and skills were offered in the pre-vocational classes: handicrafts; manual skills basic to technical and agricultural studies; home economics and homemaking; agriculture-husbandry; and socialist theory of production. This was part of the effort to implement the national policy that education should be equated with livelihood.

The biggest thrust in the implementation of this policy, however, came in 1977 when 17 Regional Colleges were opened at one fell swoop throughout twelve of the fourteen States and Divisions of Burma. The purposes of these Regional Colleges are as follows:

1. To produce middle rung technicians.
2. To train students theoretically and practically so that they will be prepared for successful job entry and for eventual employment on the supervisory level in the various industries, public and private cooperatives, etc.
3. To engage students in production and give them experience working with their hands while studying in their various disciplines.
4. To educate students in such a way that those of high intellectual caliber, diligence, and interest may pursue higher learning to obtain a university degree.

These Regional Colleges were established to redirect formal education which was heavily theoretical and aimed toward the acquisition of a university

degree to education which was vocational-agricultural-technical oriented and related to the world of work. With these purposes and with the hope to prepare middle-level technicians, for which there is a great shortage in Burma, the Regional Colleges opened their doors in May 1977 as follows:

State/Division	Location	Enrollment
Arakan State	Akyab	222
Chin State	--	--
Kachin State	Myitkyina	190
Karen State	Pa-an	84
Kayah State	--	--
Mon State	Moulmein	565
Shan State	Taunggyi	470
Sagaing Division	Monywa	344
	Shwebo	267
Magwe Division	Pakokku	145
	Yenangyaung	371
Mandalay Division	Mandalay	1069
	Meiktila	536
Irrawaddy Division	Bassein	786
Pegu Division	Pegu	567
	Shwedaung	453
Tennasserim Division	Tavoy	169
Rangoon Division	Botataung	2384
	Hlaing	2533
		11155

Subsequently, another Regional College was opened in Lashio in Shan State, which increased the total number of Regional Colleges currently in operation from seventeen to eighteen.

When the Regional Colleges were established, the responsibility for administering the Regional College System was lodged in the Minister of Education. A Central Supervisory Committee was established. This Committee, chaired by the Minister of Education, consists of the Deputy Ministers of the various ministries, the Directors-General of the Departments of Higher Education, Technical, Agricultural and Vocational Education, Basic Education, and Medicine, and the Principals of the various Regional Colleges. The primary function of the Central Supervisory Committee is to set broad guidelines for the Regional Colleges in accordance with national policy.

The actual, day-to-day administrative operation of the Regional College System, however, was the responsibility of the Central Implementation Committee. This Committee, whose Chairman was U Myint Aung, former

Deputy Minister of Education, and Vice-Chairman is U Aung Khin, Professor of Chemistry, Rangoon Arts and Science University, is made up of education personnel from a variety of institutions who are performing this Regional College task in addition to their normal and regular duties. Thus, this Committee assumed the nature of an ad hoc Task Force and I shall hereafter refer to this Committee as the Task Force. In other words, the Regional Colleges were established without any decision being made on the formal machinery to carry out the central administrative functions of the Regional College System. The decision on the nature of the central administrative machinery is still pending and the Task Force is currently carrying on the central administrative function under the general supervision of the Minister of Education and the Central Supervisory Committee. It is to assist in this decision making process that I was invited by the Burmese authorities to serve as consultant and advisor.

In the early discussions regarding the Regional Colleges, several fundamental factors which have an effect on the Regional Colleges came to light. The first of these facts is that, although the Regional Colleges were newly established to further technical, agricultural, and vocational education to develop middle level technicians and to provide production oriented education, there were already in existence a number of other educational institutions which were also providing education to develop middle level technicians and skilled workmen. When the Regional Colleges were established, this new layer of educational institutions was simply superimposed on the existing structure without any adjustment being made to the then existing educational institutions. (See Chart 2, "The Emerging System of Education: Interim Programme for Implementation of Education Policies.")

The second of these factors is the decision, unchangeable at least for the present, that the first two years of the universities and university level institutes would all be conducted at the Regional Colleges. The universities and the professional institutes, henceforth, would begin their program with their third year program, enrolling into these institutions

successful applicants who had finished the two-year program of the Regional Colleges. This two-year program includes one year of on-hands training in a given technology.

It became evident that these factors and other related issues had to be studied before a clearer picture could be had of the place and role of Regional Colleges which would have an effect on the administrative machinery of the Regional Colleges. We shall, therefore, turn our attention to some of these factors.

II. Examples of Other Educational Institutions Providing Technical and Vocational Education

Government Technical Institutes and Government Agricultural Institutes. Foremost among the other educational institutions offering technical and vocational education are the Government Technical Institutes and the Government Agricultural Institutes. These Institutes occupy relatively the same education level as the Regional Colleges in the educational hierarchy, since they enroll as their students high school graduates.

Government Technical Institutes offer training in the following engineering specializations: Building Construction, Electrical Power, Electrical Communications, Machine Tool and Design, Mechanical Power, and Mining. There are five Government Technical Institutes located in Rangoon, Mandalay, Kalaw (Shan State), Chauk (Magwe Division), and Prome (Pegu Division). The first year curriculum consists of a core of subjects which all students take regardless of their specialization. This core consists of English, Mathematics, Science, Engineering Materials, Applied Mechanics, and Engineering Drawing. Specialization takes place in the second and third years, most of the time being devoted to engineering theory and workshop or laboratory practice. Most of the graduates enter government service as skilled workers. Top students, however, are admitted to the Rangoon Institute of Technology.

There are two Government Agricultural Institutes located at Pyinmana (Mandalay Division) and Thaton (Mon State). Each takes in about 100 students

per year in a three-year program. The course is highly theoretical and science oriented. Graduates receive a Diploma in Agriculture and are eligible for employment by the Agricultural Corporation. However, it seems that the graduates lack many of the practical qualities required for the job. The top 25 to 30 graduates from the institutes may, depending upon an entrance examination, enter the third year of degree studies at the Institute of Agriculture.

Technical High Schools and Agricultural High Schools. On the next lower rung in the academic hierarchy are the Technical High Schools and the Agricultural High Schools, which enroll graduates of middle school.

There are eight Technical High Schools--two in Rangoon, and one each in Moulmein (Mon State), Mandalay, Maymyo (Mandalay Division), Taunggyi (Shan State), Yenangyaung (Magwe Division), and Henzada (Irrawaddy Division) --enrolling a total of approximately 1200 students per year. These Technical High Schools were originally set up to take care of those students who were not planning to go to the University and were interested in obtaining job skills for entry into the job market. However, because of the intense demand for limited space and the traditional push on the part of society to get a university education, these schools assumed the characteristic of a college preparatory school, especially in the area of engineering.

The thirteen Agricultural High Schools, located at Myitkyina (Kachin State), Lonpi (Chin State), Shwebo (Sagaing Division), Myittha (Mandalay Division), Namsang (Shan State), Kyauktaw (Arakan State), Demoso (Kayah State), Toungoo (Pegu Division), Thegon (Pegu Division), Pa-an (Karen State), Myaungmya (Irrawaddy Division), Patheingyi (Mandalay Division), and Pwintpyu (Magwe Division), enroll a total of approximately 1000 students. These High Schools have a common curriculum which devotes about 44% of the total time to agricultural subjects. The curriculum emphasizes practical work.

These Institutes and High Schools are well-established institutions and, relatively speaking, are well-equipped and well-staffed. They offer similar types of programs. With respect to the difference between these two levels of training, the feeling is that the High School programs place more emphasis

on the practical aspects than the Institute programs. Interestingly, a similar distinction is made between the programs offered by the Institutes and those offered by the Regional Colleges. While it may be true that there is a gradation of moving from the more practical to the more theoretical as one moves up the academic ladder, the basic question is whether there is justification for the existence of these three levels of technical and vocational education separate from one another and yet aiming at similar objectives.

Trade Schools for Drop-Outs. At the next lower level, in the sense that there is no entrance requirement, are the various trade schools designed to provide minimum entry level job skills to individuals who, for one reason or another, dropped out of school at an earlier age. Currently, the institutions offering this type of training consist of one Industrial Trade School, one Handicraft School, one Maintenance and Repair School, one Tailoring and Cookery School, six Basic Weaving Schools, two Special Agricultural Schools, and one Fishery School in the planning stage. Most of the graduates of these schools go into the job market.

III. The Elimination of the First Two Years from the Universities and University Level Professional Institutes

The decision to lodge the first two years of the universities and university level professional institutes in the Regional Colleges means that all university campus bound students must be enrolled in the Regional Colleges. What this decision has done in effect is to make the Regional Colleges, which were designed to have as their major thrust technical, agricultural and vocational education to prepare middle level technicians, an integral part of the university system, which currently has a different emphasis. In this connection, it should be noted also that the university system is administered by the Central Government and not by the Regions.

This decision further means that only successful high school graduates on the A-List are eligible to enroll in the Regional Colleges. Thus, approximately

15% of the high school "graduates" are eligible to pursue their education in the Regional Colleges. While the absolute number of students entering the Regional Colleges is very large and this large number of students is posing some serious problems at some of the Regional Colleges, from the standpoint of providing educational opportunity, the present policy on admissions is highly restrictive. (See Table I.)

IV. The Pilot Project to Introduce Pre-Vocational Subjects into Basic Education

As mentioned earlier, in the 1974-75 academic year, fifty basic education schools were selected as a pilot project to introduce pre-vocational subjects in the fifth grade. This project envisages a plan to introduce pre-vocational subjects and even some vocational courses into the basic education program beginning with Grade 5 and extending upward through high school.

This plan is in consonance with the national commitment to reform the entire educational system and to make the total educational effort equated with livelihood. In this connection, it may be advisable to reassess the place and role of the Technical High Schools and the Agricultural High Schools.

V. Possible Administrative Machinery

With the foregoing as a backdrop, let us now turn our attention to the problem of the appropriate administrative machinery for the Regional College System. Currently, the Ministry of Education consists of the Minister's Office and six distinct departments as follows:

1. The Department of Higher Education, headed by a Director-General, is responsible for matters concerning university and university level institute education, foreign studies, and the Foreign Language Institute. Also under the direct supervision of the Department of Higher Education are the Universities' Central Library (specializing in Burmese and South-East Asian Studies), the University Translation and Publications Bureau, the University Press, the Universities' Mess, and the Universities' Computer Center.

2. The Department of Basic Education, headed by a Director-General, is responsible for matters concerning primary and secondary education (Middle and High Schools), the Academy for the Development of National Groups, Teachers' Training Institutes, student affairs, and the inspection and supervision of schools.

3. The Department of Technical, Agricultural, and Vocational Education, headed by a Director-General, is responsible for matters concerning Government Technical Institutes, Government Agricultural Institutes, Technical High Schools, Agricultural High Schools, and vocational training schools.

4. The Educational Research Bureau, headed by a Chairman, is responsible for matters concerning educational research and work with regard to the production of prototype teaching materials and teaching aids.

5. The Board of Examination, headed by a Chairman, is responsible for the supervision of all Government examinations.

6. The Burmese Language Commission, headed by a Director-General, is responsible for the compilation and publication of Burmese dictionaries and Burmese grammar books.

The involvement in educational matters, including planning, of people and agencies from outside the administration is accomplished through Councils and committees. The Universities' Central Council and the Universities' Council of Academic Bodies set policy for higher education; the Technical, Agricultural, and Vocational Education Council, for technical, agricultural, and vocational education; the Basic Education Council, for basic education; and the Education Research Policy Direction Committee, for educational research. Within the Ministry of Education, there is a planning unit which co-ordinates plans for educational development with those of other Ministries, particularly the Ministry of Planning and Finance. (See Chart 3, "Ministry of Education, Administrative Set-Up.")

Divisional/State and Township People's Councils, which are local organs of the Central Government, are responsible for implementing, with the assistance of the Divisional/State and Township Education Officers, the central educational policy, dealing with specific educational matters peculiar to the divisions/states and townships, bringing about more effective co-ordination and concerted

action in the development of education, reducing the administrative powers being vested in one single education officer, and practising collective leadership for a more effective supervision of academic and administrative work.

In the numerous discussions held with individuals concerned with education at all levels of the Burmese educational community, several fundamental concerns kept repeating themselves. These were:

1. How will the existing educational institutions providing technical and vocational education be articulated with the Regional Colleges? Will they co-exist as at present? Or, will they be phased into the Regional College System?

2. What will the relationship be between the Regions and the Central Government in administering the Regional Colleges? Will the Regions have complete autonomy?

3. How will the problem of prestige of technical, agricultural and vocational education vis-a-vis university-type academic education be handled?

4. How can the Regional College provide adequate educational experience simultaneously to the third-year students who are pursuing on-the-job training and to the second-year students who are receiving on-hands training in a given technology without adequate facilities and equipment on the Regional College campus?

5. What will be the job opportunities for the Regional College graduate?

Whatever the final decision on the administrative set-up, these concerns must be given serious consideration.

Let us once again turn to official documents to gain some guidance on the basic principles undergirding decision-making in the Burmese socialistic setting. The System of Correlation of Man and His Environment describes socialist democracy in the following words:

> 10. In building a socialist society, the working people are the determining forces. So are the socialists who will guide the working people.
>
> --It is therefore vitally important that socialists are able to lead the people in a correct way, and that they themselves remain unswervingly on the road to socialism.
>
> --Man has a tendency to go astray. Aware as we are of such human frailties we must make our way of life a living reality, i.e. a socialist way of democratic life that can constantly check and control this evil tendency to lapse. Only then can every one have the right of using his own creative labour and initiative.

--The socialist way of democratic life brings the individual and social interests of man into harmony.

--Socialist democracy is a way of harmonising the interests of each individual and those of the society.

--In other words, it is a way of practice which by means of a dialectical method unites the will and desire of each individual and that of the society.

* * * * * * * * * * * * * * *

--If socialists practise this dialectical method they will be free from making grave mistakes and going astray.

--The term socialist democracy includes the unity of the will and initiative of the individual man and group on the one hand and the centralised guidance of the society on the other. In a society which aspires for progress two features are necessary, viz. centralism resting with the State and the freedom of initiative resting with individuals of the majority.

--Without centralism society will tend towards anarchism. Again without freedom of initiative of individuals society becomes mechanical and its progress is retarded.

--Just as centralism is essential for a stable State so is freedom of initiative necessary for individuals or groups and must be encouraged. Only then can a society progress and be prosperous and affluent. (pages 28-31)

More specifically with respect to the Regional Colleges, the Minister of Education publicly declared at the press conference of January 17, 1977, as follows:

> ... The State and Division People's Councils had already been explained about the plan and had been asked to take charge of these colleges. There would be two organisations in this regard. The regional organisation led by the people from the regions would be responsible for the management of the colleges while the organisation headed by the Education Minister will act as co-ordination body. It will see to it that there is a uniform system throughout the country. (Emphasis mine.)

In brief, there is a desire, on the one hand, to maintain centralized control over the Regional Colleges to assure uniformity throughout the country and, on the other hand, to permit some regional autonomy to exercise initiative and innovation.

In addition, there seems to be an ambivalence in the educational practices of Burma. On the one hand, there seems to be a determined effort to bring educational opportunity to more people, as witness the campaign to eliminate illiteracy, the yearly addition of some 1100 new primary schools, 40 new middle schools, and 5 new high schools, and the institution of University Correspondence Courses. On the other hand, there is a genuine concern expressed on the overabundance of university graduates who are unemployed and an effort

to limit students from entering universities by developing an alternative stream to enter the job market, as witness the creation of seventeen new Regional Colleges at one fell swoop.

Taking into account these fundamental concerns and basic principles, what should the administrative set-up be in the Central Government to administer the newly established Regional College System? There are at least four viable alternatives.

Alternative 1. Create a Director of Regional Colleges and place the Regional College System under the administrative jurisdiction of the Director-General of the Department of Technical, Agricultural, and Vocational Education.

Pro. This Alternative creates minimal disruption in the current administrative organization of the Ministry of Education. The experience and expertise of the Department of Technical, Agricultural, and Vocational Education can be utilized to administer the System.

Since the mission of DTAVE is to further technical, agricultural, and vocational education, placing the System under DTAVE greatly enhances the probability that this emphasis on technical, agricultural, and vocational education will not be lost in the Regional Colleges.

This Alternative effectively places the major educational institutions involved in technical, agricultural and vocational education under one administrative jurisdiction. This should contribute toward better articulation and integration of programs, more effective development of curriculum, and more efficient use of resources.

Con. Although this Alternative has the great advantage of assuring proper emphasis on technical, agricultural, and vocational education, it does suffer from a rather serious disadvantage; i.e. the traditional and prevailing attitude among the people of Burma that technical, agricultural, and vocational education does not have the prestige and positive image that it rightfully deserves. Placing the Regional Colleges under the jurisdiction of a Department which has as its mission the administration of technical, agricultural, and vocational education will make it difficult to overcome this negative attitude.

There is also the question whether the Regional College program, since it is the first two years of the university program, should be placed under DTAVE. This comment is particularly true for the academic portion of the Regional College program.

This Alternative has the further disadvantage of not providing sufficient visibility to the Regional Colleges administratively because the administrative head of the System would be a Director, who is located in the lower rung of the administrative hierarchy. This fact will also contribute to the prestige problem.

Alternative 2. Create a Director of Regional Colleges and place the Regional College System under the administrative jurisdiction of the Director-General of the Department of Higher Education.

Pro. This Alternative creates minimal disruption in the current administrative organization of the Ministry of Education. The experience and expertise of the Department of Higher Education can be utilized to administer the System.

Since university education has the greatest prestige in the eyes of the people of Burma, placing the system under the Department of Higher Education will assist immeasurably in enhancing the prestige of the Regional Colleges. While this may simply be "reflected prestige" in that the public may be considering this prestige factor from the standpoint that the first two years at the Regional Colleges are simply preparatory to admission to the university and not to entry into the world of work, placing the Regional Colleges under the Department of Higher Education would provide the opportunity to work toward the acquisition of a more genuine prestige and positive image based on the value of obtaining meaningful occupational skills leading to gainful employment.

Placing the Regional College System under the Department of Higher Education should contribute to more effective articulation of the Regional College program and the remaining years of study in the university system. This Alternative should provide the needed impetus for fundamental modification in the university curriculum.

Con. While it is true that this Alternative would provide greater prestige and a positive image to the Regional Colleges, it suffers from a serious disadvantage; i.e., the inability or unwillingness on the part of university

personnel to appreciate the distinctive role of the Regional College will prevent this newly established institution from developing its full potential. More specifically, there is a great possibility that there would be an over-emphasis on the collegiate academic aspect of the Regional College program and a corresponding neglect of the technical, agricultural, and vocational education aspect, which is an essential part of the Regional Colleges. Without an effective technical, agricultural, and vocational program, the Regional Colleges cannot fulfill their primary mission.

This Alternative also has the disadvantage of not providing sufficient visibility to the Regional Colleges administratively because the administrative head of the System would be a Director, who is located in the lower rung of the administrative hierarchy.

Alternative 3. Create a new Department of Regional Colleges, headed by a Director-General, with a Director for Technical, Agricultural, and Vocational Programs and a Director for Academic Programs.

Pro. This Alternative creates minimal disruption to the rest of the current administrative organization of the Ministry of Education.

Creation of a new Department should contribute toward enhancing the prestige and developing a positive image of the Regional Colleges, since the Department will be placed on an equal footing as the other existing Departments.

This Alternative gives visibility to the Regional Colleges equal to the other Departments administratively, since it will be headed by a comparable Director-General.

Con. This Alternative formalizes the current superimposition of Regional Colleges upon the existing educational structure. It formalizes another line of technical, agricultural, and vocational education.

This Alternative introduces the possible duplication of effort in the same area of technical, agricultural, and vocational education. For example, the work of this Department may overlap and duplicate the work done by the Department of Technical, Agricultural, and Vocational Education.

This Alternative simply adds another Department to the current administrative structure of the Ministry of Education without any modification to the rest of the organization.

Alternative 4. Create a new Department of Regional Colleges, headed by a Special Assistant to the Minister of Education, instead of the usual Director-General; place the current Department of Technical, Agricultural, and Vocational Education under the jurisdiction of this new Special Assistant to handle the technical, agricultural, and vocational programs; and appoint a new Director-General for Academic Programs under the jurisdiction of this new Special Assistant to handle the university level academic programs of the Regional Colleges.

Pro. This Alternative provides high visibility and administrative prestige to the Regional Colleges. This fact should assist greatly in enhancing the prestige and in developing a positive image of the Regional Colleges.

In addition, the Special Assistant is high enough in the administrative hierarchy to deal effectively with the authorities of the Regions who are responsible for the management of the Regional Colleges.

This Alternative places under one administrative jurisdiction the major educational efforts to provide technical, agricultural, and vocational education. This should contribute toward better articulation and integration of programs, more effective development of curriculum, and more efficient use of resources throughout the entire educational system. Unnecessary duplication of effort should be minimized.

Con. Although this Alternative absorbs a current Department, it does create a new "super-Department," which might create a problem of balance with the remaining portion of the administrative set-up of the Ministry of Education. However, it should be pointed out that this Alternative does not deviate from the current situation, since the Task Force is headed by the Deputy Minister of Education.

Since this Alternative calls for the transfer of one existing Department, it faces the possible obstacle of reluctance on the part of the incumbents to accept this change.

These are the Alternatives with their pros and cons. Before moving on to my recommendations, there is another fundamental problem of administrative machinery, which should be addressed. This problem has to do with the nature of the Regional College itself and its relationship to the other educational

institutions conducting similar technical, agricultural, and vocational education, such as the Government Technical Institutes and Government Agricultural Institutes. There are two options available.

Option A. Maintain the status quo and continue to allow the different educational institutions and the alternative streams for technical, agricultural, and vocational education to co-exist.

Aside from the problem of duplication of effort and overlapping of programs, the basic problem in this Option is whether the existing resources, particularly facilities and equipment, can support adequately the manifold institutions involved in similar technical, agricultural, and vocational education programs.

Option B. Incorporate the Government Technical Institutes and Government Agricultural Institutes into the Regional College System.

The facilities and equipment of these Institutes would then be used as an integral part of the Regional College to augment the technical, agricultural, and vocational education effort of the Regional College. In addition the Government Technical Institute and Government Agricultural Institute type of program would be incorporated into the Regional College program as a second major type of program specifically designed from the first year to be the stream leading to job placement and not university admission. The current Regional College program, with one year of collegiate academic training and one year of technological training, would be retained as the transfer stream.

Whatever administrative machinery is selected, a decision on these options is also necessary.

A recapitulation of the Alternatives and the Options may be in order at this point.

Alternative 1. Create a Director of Regional Colleges and place the Regional College System under the administrative jurisdiction of the Director-General of the Department of Technical, Agricultural, and Vocational Education.

Alternative 2. Create a Director of Regional Colleges and place the Regional College System under the administrative jurisdiction of the Director-General of the Department of Higher Education.

Alternative 3. Create a new Department of Regional Colleges, headed by a Director-General, with a Director for Technical, Agricultural, and Vocational Programs and a Director for Academic Programs.

Alternative 4. Create a new Department of Regional Colleges, headed by a Special Assistant to the Minister of Education, instead of the usual Director-General; place the current Department of Technical, Agricultural, and Vocational Education under the jurisdiction of this new Special Assistant to handle the technical, agricultural, and vocational programs; and appoint a new Director-General for Academic Programs under the jurisdiction of this new Special Assistant to handle the university level academic programs of the Regional Colleges.

Option A. Maintain the status quo and continue to allow the different educational institutions and the alternative streams for technical, agricultural, and vocational education to co-exist.

Option B. Incorporate the Government Technical Institutes and the Government Agricultural Institutes into the Regional College System.

VI. Recommendations

Recommendation I. That Alternative 4--Create a new Department of Regional Colleges, headed by a Special Assistant to the Minister of Education, instead of the usual Director-General; place the current Department of Technical, Agricultural, and Vocational Education under the jurisdiction of this new Special Assistant to handle the technical, agricultural, and vocational programs; and appoint a new Director-General for Academic Programs under the jurisdiction of this new Special Assistant to handle the university level academic programs of the Regional Colleges--be adopted.

This new Department will be the central agency responsible for coordinating the efforts of the various Regional Colleges and to see to it that the regional efforts are in consonance with and contribute to the national program and that there is uniformity throughout the System. The basic mechanism of control to fulfill this responsibility is the curriculum of the Regional Colleges. Thus, this Department will maintain centralized control over the curriculum. With the creation of this Department, the Task Force will be phased out. The manage-

ment responsibility of the Colleges will reside with the Divisional/State and Township People's Councils.

In addition to the principle of centralism, socialist democracy calls for the freedom of initiative resting with individuals or the majority. In order to provide for the exercise of this freedom of initiative, the concept of "maintaining uniformity throughout the System" should be modified. A better approach would be to aim, not for uniformity, but for the fulfillment of minimum standards. The responsibility of the new Department would then be to establish minimum standards for the various curricular programs and to monitor the Regional Colleges to see to it that these minimum standards are met. This would allow the various Regional Colleges to exercise their initiative in introducing innovative ideas into their curriculum, provided the established minimum standards are met. Furthermore, whatever central mechanism is established to develop curriculum, it should include representatives from the Regional Colleges. In this way, the full intent of socialist democracy and the concern for fulfilling national goals would be met.

This Alternative provides the best possibility for the elimination of unnecessary duplication of effort in technical, agricultural, and vocational education and to effect better articulation and integration of the various programs throughout the educational system leading to more efficient use of the limited resources. Inasmuch as the different educational institutions are under one administrative jurisdiction, implementation of resource reallocation can be carried out more expeditiously.

The leadership of this new Department is high enough in the administrative hierarchy to provide the required visibility and prestige to develop a positive image of the Regional Colleges. In addition, it will have sufficient authority to deal with the officials in the regions who are responsible for the administrative details of the Regional Colleges.

Recommendation II. That Option B--Incorporate the Government Technical Institutes and the Government Agricultural Institutes into the Regional College System--be adopted.

With the incorporation of the Government Technical Institutes and the Government Agricultural Institutes into the Regional College System, not only would there be more efficient use of the limited resources for technical, agricultural, and vocational education, but there would also be a modification of the Regional College program by providing two major types of programs--the current program, which would be the transfer stream, and the Government Technical Institute and Government Agricultural Institute type of program, which would be the job-entry stream. If this is done, then only those on the A-List would be eligible for the transfer program and those on either the A-List or the B-List would be eligible for the job-entry program. In effect, by combining these two types of programs, the Regional Colleges would become more comprehensive in its program offering and would make its services available to a wider group of people. To be sure, the expansion in educational opportunities is not very large relative to the total student population, but it is a beginning. This Option would carry the long range plan for the reform of education one step further than The Envisaged System of Education. (See Chart 4, "The Envisaged System of Education: Long-term Programme for Implementation of Education Policies.")

Recommendation III. That the implementation of Recommendations I and II be monitored with an eye toward incorporating the facilities and equipment of the Technical High Schools and the Agricultural High Schools into the Regional College System and transferring the Technical High School and Agricultural High School programs to the Department of Basic Education.

The facilities and equipment of these High Schools are of excellent quality. Inasmuch as there is a serious shortage of facilities and equipment in the Regional Colleges, effort should be made for an early transfer of these facilities and equipment to the Regional College System. The transfer of the curricular programs should be effected in accordance with the implementation time table of the long-range plan to introduce pre-vocational subjects into Basic Education.

Recommendation IV. That the feasibility of incorporating the Trade School type of programs into the Regional College System as the third category of programs be studied.

Introduction of this type of program enlarges the population served by the Regional Colleges and makes the Regional Colleges the focal center for technical,

agricultural, and vocational education.

Recommendation V. That the current policy of determining the passing grade on the university entrance examination, which is to be administered after completion of two years of Regional College work, on the absolute standard of a 40% grade be replaced by an alternative of determining it on the basis of such factors as projected manpower requirements and ideal space availability.

According to the current policy, the authorities do not have an authoritative basis to restrict the number of students entering the universities, since any student who obtains the passing grade is entitled to enroll in the university. In view of the desire to divert more students into the job-entry stream, it may be desirable for the authorities to have some flexible mechanism to restrict enrollment into the universities, thus diverting more students to the job-entry stream. The ideal is to make the job-entry stream so attractive that the students will select this stream over the traditionally attractive university education. However, it may be some time before this ideal will be reached.

Recommendation VI. That the appropriate authorities take the necessary measures to ascertain that specific plans are being made and the requisite implementation steps are being taken to open up job opportunities for the Regional College graduate, whether they be in the realm of government service, public and private cooperatives, or private enterprise.

This aspect of the problem is outside the realm of the Ministry of Education. This is part of the national effort to develop an effective plan for economic development. But it is a crucial element in the Regional College program. The availability or lack of jobs for the Regional College graduate will dictate the success or failure of the Regional Colleges.

Recommendation VII. That immediate steps be taken by all agencies concerned to take measures both internally and externally to provide the Regional Colleges with the necessary facilities, equipment, and supplies to carry out their programs, particularly the technical, agricultural, and vocational programs.

Internally, inventories of existing resources should be made and reallo-

cated wherever possible to the Regional Colleges. In addition, steps should be taken to streamline the bureaucratic process to get the items available locally to the Regional Colleges as expeditiously as possible.

Externally, the appropriate authorities should make every effort to get foreign assistance whatever the source, so long as the aid is in consonance with the national plan of Burma. In this connection, the requisite first step is to get the current Four-Year National Plan amended to include the Regional Colleges as a national project of high priority. Such an amendment would improve immeasurably the possibility of receiving appropriate foreign aid.

This foreign aid should be sought in accordance with a well-devised plan so that the appropriate facilities and equipment will be obtained systematically in a timely fashion and that the pieces of equipment obtained for a given Regional College would all be compatible with each other.

While the attempt to solve its problems by Burmese effort alone is quite admirable, it is prudent to obtain help from whatever source is available. As The Burmese Way to Socialism has proclaimed:

> 5. The Revolutionary Council will diligently seek all ways and means whereby it can formulate and carry out such programme as are of real and practical value for the well-being of the nation. In doing so it will critically observe, study and avail itself of the opportunities provided by progressive ideas, theories and experiences at home, or abroad without discrimination between one country of origin and another. (p. 44. Emphasis mine.)

To recapitulate, my recommendations are as follows:

Recommendation I. That Alternative 4--Create a new Department of Regional Colleges, headed by a Special Assistant to the Minister of Education, instead of the usual Director-General; place the current Department of Technical, Agricultural, and Vocational Education under the jurisdiction of this new Special Assistant to handle the technical, agricultural, and vocational programs; and appoint a new Director-General for Academic Programs under the jurisdiction of this new Special Assistant to handle the university level academic programs of the Regional Colleges--be adopted.

Recommendation II. That Option B--Incorporate the Government Technical-Institutes and the Government Agricultural Institutes into the Regional College System--be adopted.

Recommendation III. That the implementation of Recommendations I and II be monitored with an eye toward incorporating the facilities and equipment of the Technical High Schools and the Agricultural High Schools into the Regional College System and transferring the Technical High School and Agricultural High School programs to the Department of Basic Education.

Recommendation IV. That the feasibility of incorporating the Trade School type of programs into the Regional College System as the third category of programs be studied.

Recommendation V. That the current policy of determining the passing grade on the university entrance examination, which is to be administered after completion of two years of Regional College work, on the absolute standard of a 40% grade be replaced by an alternative of determining it on the basis of such factors as projected manpower requirements and ideal space availability.

Recommendation VI. That the appropriate authorities take the necessary measures to ascertain that specific plans are being made and the requisite implementation steps are being taken to open up job opportunities for the Regional College graduate, whether they be in the realm of government service, public and private cooperatives, or private enterprise.

Recommendation VII. That immediate steps be taken by all agencies concerned to take measures both internally and externally to provide the Regional Colleges with the necessary facilities, equipment, and supplies to carry out their programs, particularly the technical, agricultural, and vocational programs.

The basic assumption underlying all of these recommendations is that the newly established Regional Colleges System occupies top priority in the educational effort of Burma and every effort must be exerted by all agencies to develop the Regional Colleges into effective and efficient institutions as rapidly as possible.

VII. Concluding Remarks

Where does Burma go from here? It is my belief that what is needed now is an exchange program to obtain technical expertise in the various technical, agricultural, and vocational programs. This help should include not only curricular suggestions, but also information on the appropriate facilities and equipment. The equipment that is put in place in the Regional Colleges must be such that it serves two purposes: (1) train the student with skills which are useable in the world of work as found in Burma; and (2) train the student with skills which would make it possible for him to improve the technology of present-day Burma leading to greater productivity.

Another area which needs immediate attention is the teacher training and staff development program. Inasmuch as Regional Colleges are new, it is important to put in place a teacher training program to produce well prepared individuals to staff the Regional Colleges.

As I near the end of my report, I would like to express once again my sincere appreciation for the outstanding cooperation I have received. I have had the privilege of meeting and discussing with countless individuals all over Burma the many issues and problems connected not only with the Regional Colleges, but also with other aspects of the educational enterprise. (See Appendices, I, II, III, AND IV.) Everywhere I went, I have been met with warmth and compassion and have been privy to frank and open exchange of ideas. Throughout my stay in Burma, I have been struck by the dedication and commitment on the part of all individuals in all walks of life to implement to the best of their ability the decision to establish Regional Colleges under the most trying circumstances with a minimum of lead time and to make the Regional Colleges in Burma succeed.

Burma is embarking on a "Noble Experiment" in using the Regional Colleges to effect fundamental educational reform. It is "noble" in the sense that Burma is trying to use the educational system to restructure society in the image of The Burmese Way to Socialism by educating "the people...to earn one's living by one's own labour and to see dignity in one's own work..." and by guiding "the people away from the base notion that it is beneath one's dignity to work by the sweat of one's brow." It is an "experiment" in that the Regional Colleges were not set up as a result of extensive long range planning

nor of lessons learned from a series of pilot projects. Rather, they were the result of a bold decision to move ahead immediately with full knowledge that there are many problems to be faced for which all of the answers are not yet in place. Burma is trying to plan, prepare, and implement all at the same time.

In addition, it is a "Noble Experiment" in the sense that Burma is trying to use the Regional Colleges as the fulcrum to apply leverage for fundamental educational reform on the one hand in higher education and on the other hand in basic education to the end that technical, agricultural, and vocational education--i.e., education for the world of work--will occupy a more prominent place throughout the entire educational system.

In short, Burma is trying to do the "impossible" immediately. The odds are great. But the Burmese involved in the Regional College effort have displayed a deep dedication and commitment to make the "Noble Experiment"a success. So much is at stake that they cannot fail. And, I have every confidence that they shall not fail.

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Table I

Student Enrollment 1973-74 to 1977-78

	1973-74	1974-75	1975-76	1976-77	1977-78
Basic Education High School Exam. (No. appeared)	165083	187034	213405	206522	217087
Basic Education High School Exam. (No. passed)	15660	15602	36282	20543	32500
University Enrollment	13731	14278	19960	11155*	19500* (Proj.)

*Regional Colleges

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U Tha Hto, Professor of Economics
Daw Hla Hla Aung, Lecturer in Commerce
Mr. William Paw, Professor of Commerce
Institute of Economics

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U Aung Thein, Head of Educational Psychology
U Han Tin, Assistant Lecturer of English
Daw Khin Mya Yee, Professor of Methodology
Daw Khin Mya, Professor of Post Graduate Studies
Daw Saw Khin, Professor of Educational Theory
Daw Htay Htay, Head of Home Economics
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U Thaung Tut, Director (Academic)
U Thaik Tun, Assistant Director
Daw Yi Yi Khin, Division Head
Department of Basic Education

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U Sein Hla Tun, Executive Committee, P.T.A.
U Kyaw Maung, Vice President, P.T.A.
U Maung Maung Yin, Patron, P.T.A.
U Aung Myint, Executive Committee, P.T.A.
U Aung Than, Township Education Officer
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U San Lun, Executive Committee Member
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Nai Aung Htut, Chairman
Nai Aung Hnin, Secretary
Nai Wan Tin, Head of State Office
Nai Khin Nyunt, Member
Nai Tun San, State Educational Officer
State People's Council
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Nai Tun Khin, Principal
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U Hla Myint, Principal
U Myint Maung, Vice-Principal
U Win Myint, Registrar
U Tin Hla, Member of Regional Supervisory Committee
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SUMMARY AND SALIENT POINTS

APPENDIX II

OF INTERVIEWS, DISCUSSIONS, AND VISITATIONS

(January 9, 1978 - February 7, 1978)

January 9, 1978

American Embassy and American Center.

Met with Mr. O. Ammon Bartley, Deputy Chief of Mission; Mr. Francis P. Coward, Cultural Affairs Officer, Mr. Frank W. Scotton, Public Affairs Officer; and U Wan Nyunt, Executive Assistant, Exchange Program Office.

General orientation to the situation in Burma and the role of the newly established regional colleges. Orientation to the facilities and services available in the American Embassy and the American Center.

January 10, 1978

Ministry of Education.

Members present: Mr. Francis P. Coward; U Kyaw Nyein, Public Affairs Advisor, American Embassy; U Thet Tun, Director of Foreign Studies, Department of Higher Education; U Soe Myint Win, Lecturer, Dept. of Physics, RASU: U Khin Aung Kyi, Rector, RIT; U Aung Khin, Coordinator of Regional Colleges; U Kin Maung Kywe, Lecturer, Institute of Economics.

In addition to the 17 Regional Colleges already established, another one has just been added in Lashio. The decision has been made to make it mandatory for all university students to get their first two years of their university program at the Regional Colleges. The first two years of all university programs have been eliminated and placed in the Regional Colleges. While this has served to decentralize the students away from Rangoon, it has complicated the problem of breaking the traditional value placed on the university degree and trying to get the people to accept the value of entry-level skill vocational programs at the Regional Colleges.

A related problem is the capability of the Regional Colleges to handle effectively the number of students that are being admitted to the Colleges on the basis of present admission policies. If the Colleges are not able to train them adequately because of limitation in facilities, equipment, supplies, training stations, and personnel and, if the graduates cannot be placed in jobs, then some reanalysis of admission policies may be necessary.

These problems suggest that the issue is not solely confined to the Ministry of Education, but emphasize the necessity of close coordination and cooperation among the various Ministries. This inter-agency cooperation is crucial particularly at the present time because so many of the issues are related to fundamental policy matters dealing with over-all national goals and education can make sense only in relation to these national goals and commitments.

Before the matter of the desirable administrative set-up can be considered, there is a necessity at this juncture to assess what has been done up to this point, to re-examine this effort against the objectives of the Regional Colleges, determine what is feasible in the light of policy commitments already made, particularly along the line of jurisdiction and authority delegation.

January 11, 1978

Padamya Hall, Thamaing College Campus.

Members present: Mr. Francis P. Coward; U Kyaw Nyein; U Aung Khin; U Kin Maung Kywe; U Soe Myint Win: U Tun Lwin, Education Planning Officer, Ministry of Education; U Tin Aung, Professor of Physics, RASU; U Than Htaik. Lecturer, Dept. of Chemistry, RASU.

Received a briefing on the general administrative structure of higher education, including the Regional Colleges. The general setup is that the Regional Colleges are ultimately the responsibility of the States/Divisions, administratively. At the

same time, however, the ultimate responsibility regarding curricular matters resides with the Central Supervisory Committee. This Committee is currently operating more as a Task Force, since the members actually are doing this duty in addition to their regular duties. The administrative location of this Committee has not been established, since it is currently operating on an ad hoc basis. This is part of the problem of determining the appropriate administrative mechanism and the division of jurisdiction.

January 12, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Than Htaik; U Kin Maung Kywe; U Tin Aung; and U Ohn Maung, Specialist in Technical Education.

Discussed various statistical matters, such as enrollment figures, faculty staffing, program enrollment distribution, matriculation ratios, etc. Much of this information will be translated and tabulated by U Kin Maung Kywe.

One of the reasons why there is no Regional College in Chin State is that the people cannot decide on the site. This is very reminiscent of the problem faced on Kauai when the community college system was established in Hawaii.

There are five Government Technical Institutes, located in Rangoon, Mandalay, Kalaw (Shan State), Chauk (Magwe Division), and Prome (Pegu Division). There are also two Government Agricultural Institutes located at Pyinmana (Mandalay Division) and Thaton (Mon State). These Technical Institutes and Agricultural Institutes are training post-high school students to become middle level technicians. The problem is whether there is not an overlap in missions of the Regional Colleges and these Institutes.

These Institutes, compared to the Regional Colleges, are well-established, well-equipped, and well-staffed institutions. The request for admission far outstrip the space available. Therefore, in addition to the matriculation examination, the applicant must take another special examination to be admitted to the Institutes. This adds to the difficulty of the prestige question of the Regional Colleges in connection with their technical and vocational education effort.

To compound the problem of interfacing and articulating the efforts of the Regional Colleges to promote technical and vocational education, there are eight Technical High Schools and eleven Agricultural High Schools. These schools are also preparing technicians for the world of work.

January 13, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Kin Maung Kywe; U Soe Myint Win; U Khin Aung Kyi; U Tin Aung; U Tun Lwin; and U Min Wun, Professor of Civil Engineering, RIT, who was in charge of the teacher training program to train potential vocational instructors.

The problem of the "ultimate market place" for the graduates of the Regional Colleges is of very grave concern. This relates very closely to the problem of the articulation of the efforts of other educational institutions--GTIs, GAIs, THSs, and AHSs--with the effort of the Regional Colleges. If we assume that the Regional Colleges occupy top priority in the national effort, then these other agencies which are conducting technical and vocational education, sooner or later, will have to be phased into the Regional College program.

January 16, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Sein Myint, Head of Petroleum Engineering Dept., RIT; U Mya Than, Assistant Director, DTAVE; U Soe Myint Win.

It is a real struggle to get enough training stations for the second year students. It is a problem to dove-tail the students properly into appropriate training slots.

There is also a concern that the students after they finish the second year program would opt for the university program rather than the on-the-job training program. If current admission policies are implemented, it would be difficult to deny the students their decision to go to the University if they pass the examination. If there is to be effective channelling of students into the vocational stream, then there might have to be a re-examination of admission policy at this juncture.

The establishment of the Correspondence Course program adds to the complexity to the problem.

January 18, 1978

Office of the Minister of Education

Members present: U Khin Maung Win, Minister of Education; U Myint Aung, Deputy Minister of Education; U Thet Tun; U Aung Khin, U Kin Maung Kywe; Mr. Francis P. Coward; Dr. Haigh Roop; and Mrs. Amioka.

This was essentially a courtesy call. However, at the initiative of the Minister, a general discussion on Regional Colleges, ranging over a wide spectrum of topics covered with staff, was held. The sticky issues were postponed until more information could be obtained through discussion with staff level personnel.

January 19, 1978

Department of Basic Education

Members present: U Kin Maung Kywe; U Than Oo, Director-General, Department of Basic Education.

Since U Than Oo was scheduled for another meeting, discussion of details of the Department was postponed to another occasion. Received a copy of "A Short Note on Basic Education" and Burma: Facts and Figures and a Tourist Guide, for background reading.

Central Statistical Organization

Members present: U Myint Tin, Director-General, Central Statistical Organization; U Kin Maung Kywe.

Discussed the importance of Management Information System in making sensible plans for the Regional Colleges. Received a copy of Statistical Abstract: 1976, for background data.

Department of Technical, Agricultural, and Vocational Education.

Members present: U Khin Maung, Director-General, Department of Technical, Agricultural, a nd Vocational Education; U Tint Swe, Deputy Director (Technical); U Kin Maung Kywe.

Discussed at length the various educational agencies under DTAVE which are conducting technical and vocational education. On the same level as Regional Colleges training technicians are five Government Technical Institutes, two Government Agricultural Institutes, three Commercial Schools, and one Sounder Weaving School. The Institutes are

designed to train technicians for entry into government service, whereas Regional Colleges are to train individuals for service in cooperatives.

At the next lower level are the eight Technical High Schools, seven Weaving High Schools, and eleven Agricultural High Schools.

At the next lower level which has no entrance requirement and which leads to the development of craftsmen are one Industrial Trade School, one Handicraft School, one Maintenance and Repair School, one Tailoring and Cookery School, six Basic Weaving Schools, two Special Agricultural Schools, and a planned Fishery School.

These educational institutions are well-established and have viable programs going on at the present time. The basic question still remains of what to do with these institutions in view of the newly developed Regional Colleges, and, most importantly, in view of limited resources.

The problem is that the vocational curriculum of the Institutes and of the Regional Colleges are quite different. Therefore, in the present form to the curriculum, it is quite difficult to merge the two programs. The feeling, however, is quite strong that something must be done to effect an accomodation between the two types of programs. The question is how and when.

In the long run, the plan is to introduce pre-vocational and vocational education into the basic education program, beginning with the middle school. When this happens, the situation will change drastically in that the students will have been exposed to a significant amount of vocational education before he enters the Regional Colleges. However, the problem here is that before this will happen some forty or fifty years will be necessary. And we cannot wait that long to resolve the problem.

January 20, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Myo Khin, Instructor, Civil Engineering Department, RIT, U Kin Maung Kywe, U Min Wun.

Discussion centered on the problem of the place and status of the other vocational education institutions, in particular the Government Technical Institutes and the Government Agricultural Institutes. The feeling was that a move must be made to phase those institutions into the Regional College system.

January 21, 1978

Visited Naga Glass Factory. If economic enterprises like this can be multiplied, then some of the job placement problem would be resolved.

January 23, 1978

Government Technical Institute at Insein, Rangoon.

Members present: U Myo Khin; U Myint Swe, Principal; U Than Aung, Work-Shop Superintendent; and U Shwe Win, Lecturer and in charge of Teachers' Training Unit.

This GTI was established in 1895 and represents the oldest vocational training institution in Burma. It enrolls about 300 students per year, with an attrition rate of about 15-20%. All the graduates eventually get a job, usually in government service. This GTI offers five programs--Building Construction, Electrical Power, Electrical Communications, Machine Tool and Design, and Mechanical Power. It used to have the Mining Program also, but this program was transfeerred to Kalaw in Shan State.

This Institute has a lot of space physical facilities-wise, but the problem is adequate and sufficient equipment and supplies. Many of the equipment are old and quite a few of them are not in top working condition. Thus, the students do not get as much on-hand training as would be desirable.

The first year consists of a core of subjects which all students take regardless of their specialization. This core consists of English, Mathematics, Science, Engineering Materials, Applied Mechanics, and Engineering Drawing. It is this core that needs to be looked at for possible resolution of the GTI-Regional College "merger" problem. It is my observation that there is a reluctance, which is understandable, on the part of the GTI personnel to "merger". At the same time, there is also a strong feeling that something has to be done about the existence of these two types of institutions because there is a belief that they cannot co-exist in the present form since there is a limitation in resources.

The basic problem in the "merger" as seen by the GTI personnel is the difference in the nature of curriculum. They do not think that the Regional College program provides enough training in developing the practical skills necessary to master entry level skills.

Another related difficulty is that they feel that they are already overcrowded with the present GTI students and they do not see how the additional Regional College students can be accomodated in the GTI facilities.

January 24, 1978

Technical High School, No. 2

Members present: U Myo Khin; U Ko Ko Gyi, Work Shop Superintendent and Acting Principal.

There are eight Technical High Schools--2 in Rangoon, 1 in Moulmein (Mon State), 1 in Mandalay, 1 in Maymyo (Mandalay Division), 1 in Taunggyi (Shan State), 1 in Yenangyaung (Magwe Division), and 1 in Henzada (Irrawaddy Division)--enrolling a total of about 1200 students per year. At Technical High School No. 2, there are currently 449 students--259 first year students, and 190 second year students.

Middle school graduates who took the science curriculum may apply for these technical high schools. Since the demand is so great and space limited, the schools take those students with the highest grades in mathematics and science--in short, the superior students.

These technical high schools were originally set up to take care of those students who were not planning to go to the University, but were interested in attaining job skills for entry into the job market. However, because of the intense demand for limited spaces and the traditional push on the part of society to get a university education, the school has assumed the nature of a college preparatory school, especially in the area of engineering.

The tour of the work-shops indicated that the technical high school has a high quality of equipment, comparable to those found at the government technical institute. In fact, the equipment at the technical high school was in better condition and the school seemed to be better equipped. They can serve the needs of the Regional Colleges very effectively provided appropriate supplies and space arrangements could be worked out.

The technical high schools and the government technical institutes offer similar type programs. The difference seems to be that the high school program is more practical. This is interesting because the government technical institute personnel feel that their program is more practical than that of the Regional Colleges. There seems to be a feeling that the programs become more theoretical as one moves up the adademic ladder even in the area of vocational education. While this may be true, the basic

question is whether there is justification for the existence of these three different levels of vocational education separate from one another.

School of Tailoring, and Cookery.

Members present: U Myo Khin; Daw Khin Aye Thwe, Principal; and Daw Ah Mar Ni, Instructor in charge of the tailoring section.

This is a school for drop-outs, students who had dropped out from primary school, middle school, and high school. The age span of the students runs from about 16-30 years. Of the students who are accepted, about 90% graduate. The graduates get jobs in private shops, open up their own shops, or use their skills at home.

There are all told about 200 students in this school. There are five sections of sewing classes (Women's and children's wear; Western gentlemen's suits; Burmese gentlemen's shirts and jackets; Bodices and lingerie; Needlecraft) and three sections of cooking (Burmese sweet meat; Jam making and fruit preserving; Bakery). All of the courses are three months long, except the Western gentlemen's suits, which is one year long. The school operates year round with one month off for vacation.

This school truly serves the function of preparing the students for the world of work.

January 25, 1978

Cottage Industries Department, Ministry of Cooperatives.

Members present: U Kin Maung Kywe; U Kyaw Htin, Director-General; U Win Tin, Director; U Soe Myint, Deputy-Director; Daw Khin Khin Waddy Aye, Head of Planning Division.

The Cottage Industries Department is a technical department responsible for technical assistance in the establishment of industrial cooperatives. It acts in an advisory capacity to the Cooperatives Department and to the Central Cooperative Society. The title Cottage Industries is misleading because this department is concerned with industrial cooperatives which are production oriented. This department does not control the cooperatives; it only provides technical assistance.

The over-all planning for development is made by the Cooperatives Department. The specific plans for implementation of this general plan are developed by the division/state and the township, under the leadership of the divisional/state cooperative department and the township cooperative office. These specific plans are routed back to the Cooperative Department for approval. These plans are coordinated with the Ministry of Planning.

The desirable type of cooperatives which the country wants to develop are the basic primary unit cooperatives, such as the ones recently developed by the graduates of the Rangoon Institute of Technology. In this type of cooperative, the cooperative is run by an independent council and, most importantly, the workers of the cooperative are themselves owners of the cooperative. The workers are members of the council. The workers who get together to form the cooperative put up the basic capital and then borrow whatever is necessary to get the operation going.

In the case of township cooperatives, the cooperatives are run as township enterprises. The township owns the cooperatives and the workers are hired as employees of the township. The workers are not owners of the cooperatives.

The record shows that the number of township cooperatives has increased, but the growth of the basic primary unit cooperatives has been retarded. The primary

reason for this is that the basic primary units must pay a higher rate of taxes than the township cooperatives on the goods they produce and sell. The tax cost is so high for the basic primary units that they are unable to compete with private industry. This system of taxation appears to work against the government policy and effort to encourage the development of the desired basic primary unit cooperatives. This area needs serious examination and possible resolution because these cooperatives are the primary target goals for the graduates of Regional Colleges and for the purpose of regional economic development.

The township and division/state are responsible for job placement of Regional College graduates. This means that the divisions/states and townships must look seriously at the problem of providing job opportunities. The most feasible route in terms of government policy is to form cooperatives. One way to increase capitalization to form cooperatives is for various townships to pool their resources and develop a common pool of capital. Then, on the basis of an implementation plan taking into account priorities on the division or state basis, start these cooperatives more like "divisional or state" cooperatives. When the workers who run the cooperatives are able to stand on their own feet, then the cooperative can be turned over to them as owners and have them run them like basic primary unit cooperatives.

The need for coordinating the various vocational and technical education efforts was expressed. The basic assumption is that the Regional Colleges are priority number one. Then, some of the other educational institutions perhaps should be phased into the Regional College system.

January 26, 1978

Institute of Animal Husbandry and Veterinary Science.

Members present: U Myo Khin; U Mya Nyun, Rector

This Institution can accommodate the recent change wherein the first two years must be taken at the Regional Colleges, since the first two years in the old program consisted actually of one and a half years work. With some slight modification in the curriculum, articulation with the Regional College program can be effected without any difficulty.

There is a definite need for the technical skill being developed in the Regional College animal husbandry program in order to increase food production. But the key is whether the appropriate number of cooperatives into which the Regional College graduate can move will be formed.

If the appropriate authorities make the decision, it is possible for all colleges to have their own cooperatives, both as producing cooperatives and training cooperatives. There is sufficient land available to develop the necessary agricultural cooperatives.

January 27, 1978

Regional College No. 2, Hlaing Township, Rangoon.

Members present: U Myo Khin; U Kin Maung Kywe; U Kaung Nyunt, Principal; U Tin Myint, Principal of Regional College No. 1.

In 1977, 2533 students out of the 2700 eligible actually enrolled. Of the 2533 students, 2444 attempted the 1st Year Examination. About 2295 passed. The second year program will have to be provided for these 2295 students.

Regional College No. 2 is offering programs in 17 technologies. All of these, except four, are industry based. This means that a tremendous amount of detailed coordination must be made with the various industries by the college.

The college has quite a task getting the training facilities, equipment and supplies all in place for the second year program.because so many technologies are involved. One of the basic problems is the length of time it takes to obtain the necessary equipment. It takes an inordinate length of time even when the item is supposedly available in the government warehouse. To go out on the open market takes even longer. If some procedure can be worked out to cut through this lengthy process, it would aid immeasurably in allowing the college staff to fulfill its commitments to the students.

In 1978, 11,617 students passed the examination to enter the Regional Colleges in Rangoon. Of this number, it is estimated that 8,000 will actually enroll--5300 in Regional College No. 2 and 2700 in Regional College No. 1. Of the 4784 students, which constituted the first group enrolled, 2795 enrolled in the Science (Biology) Curriculum, 1844 in the Science (Math) Curriculum, 267 in the Arts (Math) Curriculum, and 234 in the Arts Curriculum. Allowing for the usual attrition, the 5300 will probably stabilize at about 5200. This is a large number which will add to the many problems the college staff already has.

With respect to curriculum, it may be better to have the central group take the leadership, since the enterprise is so new. Once the idea takes hold and the shakedown period is over, then the faculty and stuff of the colleges should be more actively involved in curriculum matters. Even then, however, a balance should be struck between local involvement and central coordination and control if "uniformity" is to be maintained throughout the system.

January 28, 1978

Padamya Hall, Thamaing College Campus.

I gave a talk on "The Community College System of Hawaii" to some thirty Burmese educators on the task force responsible for implementing the decision to establish regional colleges in Burma.

I began by complimenting the group for their dedication in trying to implement the policy decision to establish regional colleges under very trying circumstances with a minimum of lead time. I also emphasized the fact that Burma is embarking on what I would like to call the "Noble Experiment" in which the nation is trying to use education as a means to create a society in the image of a national plan--namely, the "Burmese Way to Socialism." More specifically, Burma has decided to use the Regional Colleges as vanguard to effect fundamental reform in the entire educational structure and ultimately society itself. The effort is to make society conscious of the fact that work is noble and that education geared to develop work-oriented individuals with specific skills is valuable.

Then, I spent most of the hour explaining the basis upon which the community colleges in Hawaii were established, the time table in setting up the colleges, the conversion of Technical and Trade Schools into community colleges, the organizational structure. Throughout the talk, I pointed out similarities and differences in the Hawaii and Burmese experience.

This was followed by a discussion period which consumed about an hour. I was very pleased to find active participation by the group. Many pertinent questions and points were raised. Among the many comments made, two persistent concerns emerged: (1) The problem of "regional autonomy" versus "centralized control."

The general feeling was that , at the present stage, curriculum matters should be handled centrally; the question was whether this could be maintained in the future if the regions are the primary source for funding these colleges and are responsible for their administration; (2) The relationship between and among the various agencies performing technical and vocational education functions. How are they going to be related to the Regional College effort?

January 31, 1978

Board of Examinations

Members present: U Kin Maung Kywe; U Maung Maung Sein, Chairman of the Board of Examinations.

There are two main national examinations. One is the Basic Education Middle School Examination and the other is the Basic Education High School Examination. These examinations are both completion and matriculation examinations. If you fail, you repeat the grade and are given another opportunity to take the examination. That is, you are given two opportunities internally to take the examination. If you fail the second time, you cannot return to school. You have to take makeup work on your own outside of the public school. The candidate, however, can retake the examination as many times as he wishes. That is, there is no limit to the opportunities to take the examination externally.

For the Basic Education Middle School Examination, taken after the 8th Grade, the student must take exams in seven subjects: English, Burmese, Mathematics 1 (Arithmetic), Mathematics 2 (Geometry and Algebra), General Science (Biology, Physics, and Chemistry), History, and Geography. For the fifty middle schools in which there are experimental prevocational courses, the students must take in addition an examination on vocational subjects.

After the middle school course is completed, the student proceed to one of two streams in high school, Science or Art. For the Basic Education High School Examination, the students in the Science stream take examinations in English, Burmese, Mathematics, Physics, Chemistry, and one out of the following three: Biology, Geology, and Agriculture. Students in the Art stream take examinations in English, Burmese, History, Geography, Economics, and one out of the following three: Optional Burmese, Optional Mathematics, and Pali. The curriculum is currently being reorganized to eliminate the streaming concept and to replace it with unified approach in which the science and art streams will be combined. Therefore, in 1979, there will be only one type of examination. The students will write five papers as follows: English, Burmese, Mathematics, one paper covering History, Geography, and Economics, and one paper covering Chemistry and Physics. This means that the student will write five papers covering eight subjects. When this happens, examinations on Biology, Geology, Agriculture, Optional Burmese, Optional Mathematics, and Pali will be eliminated. Later, when History, Geography, and Economics are integrated into one course, and Chemistry and Physics are similary integrated into one course, then the examinations in these areas will be on the two integrated courses.

The passing score is to get 40% on the examination. To get distinction, the student must score 75% or better in the Arts examinations and 80% or better in the Sciences and Mathematics examinations. Failure is scoring below 40%.

In the Basic Education High School Examination, the examination taken after the 10th Standard is completed, a student scoring 40% or better on all of his examinations is placed on the A-List. If a student passes all of the examinations

except one, and he scores between 30% and 40% on that examination, he is placed on the B-List. This means that any time a student scores less than 30% on any one examination, he is a failure.

80% of the students pass the Basic Education Middle School Examination. However, for the Basic Education High School Examination, 15% pass for the A-List and slightly less than 15% pass for the B-List. That is, slightly less than 30% pass the Examination. This means that, although 40% passing score seems low at first glance, it is actually a very stiff passing score. To put it differently, slightly more than 70% fail the matriculation examination after high school. The most difficult subjects are English and Mathematics.

Although the absolute numbers of students entering the Regional Colleges may be high, actually only about 15% of the candidates are eligible for the Regional Colleges. In other words, entry into Regional Colleges is very restrictive at the present time.

It is my observation that there seems to be an ambivalence in the educational practices of Burma. On the one hand, there seems to be a determined affect to bring educational opportunity to more people, as witnessed by the campaign to eliminate illiteracy, the adding of some 1100 new primary schools, 40 middle schools, and 5 high schools every year, and the instituting of Correspondence Courses. On the other hand, there is a genuine concern expressed on the overabundance of university graduates who are unemployed and an effort to limit students from entering university courses by developing an alternative stress to enter the job market as witness the creation of seventeen new regional colleges in one stroke. The basic cause for this ambivalence is the lack of job opportunities. So long as the job market is limited and no opportunities are opening, this dilemma will continue.

February 1, 1978

Institute of Economics.

Members present: U Kin Maung Kywe; U Myo Khin; U Khin Maung Nyunt, Rector; U Tin Tut, Lecturer in Commerce; U Tha Hto, Professor of Economics; Daw Hla Hla Aung, Lecturer in Commerce; Mr. William Paw, Professor of Commerce.

In 1964, when the university system was reorganized, the plan was to enroll 450 students in the Institue of Economics. This number has steadily increased to about 1000, the current enrollment. The optimum maximum is about 450, but circumstances are such that significantly more than the optim-m must be enrolled.

There is a difference of feeling regarding the effect of the first two years' work being done at the Regional Colleges. Some feel that with a little accommodation, there should be no serious problem. There are courses in the second year curriculum which are related to the efforts of the Institute--e.g., accountancy, secretarial science. However, the problem is that not all of the students will come with that kind of experience. To accomodate such students, it may be necessary to reduce depth of coverage in order to provide background information before proceeding to what is normally covered during the third year. Observations such as this lead some to feel that the quality of work during the third and fourth years will suffer--there will not be as much depth of coverage as is desirable.

Because of the prestige factor, it may be better to put the Regional Colleges under the jurisdiction of the Directorate of Higher Education. If the Regional Colleges are placed under higher education, it may be well to place many of the functions under DTAVE under higher education also to put an emphasis on vocational and technical education in higher education. With respect to the Technical High Schools, it may be well to place this under the jurisdiction of the Directorate of Basic Education.

The crucial factor in the success of the Regional Colleges is the availability of jobs for the graduates. Jobs are dependent on the expansion of the economy. This is the primary responsibility of the regions, particularly since the immediate thrust will have to be on the development of cooperatives.

The basic issue is adequacy in planning and implementing the "Planned Economy," since socialism presupposes a highly planned economy. Related to it is the projection of manpower requirements. These are difficult tasks.

February 2, 1978

Rangoon Institute of Technology.

Members present: U Myo Khin; U Kin Maung Kywe, U Khin Aung Kyi, Rector.

Visited the cooperatives set up in Rangoon Institute of Technology. There are five cooperatives: Chemical Engineering; Textile Industry (making spare parts for the machinery used at the textile factories); Auto Mechanic (major work involves maintaining and repairing all of the cars of UNICEF and machine tooling parts for machinery); Electrical Repairing (used to produce electrical items, but the tax on these items is 50% of the sale price and at this level of taxation, the cooperatives cannot compete); and Metallurgy (has not been officially set up, but the cooperative is already in operation).

This is a small beginning. But, with the miltiplier effect, cooperatives could mushroom with proper economic starter help from the authorities. What is important is that these cooperatives demonstrate the fact that university and college graduates can work with their hands.

February 3, 1978

Rangoon Arts and Science University.

Members present: U Myo Khin; U Kin Maung Kywe; U Maung Di, Rector.

The current enrollment for the upper two grades at RASU is 12,000, with a student-teacher ratio of 25:1. The desirable size is between 5000 and 6000 students.

The fact that the first two years have been shifted to the Regional Colleges does not pose a problem. RASU is moving toward a more generalised bachelor's degree--for example, instead of a physics or chemistry bachelor's degree, the move is toward a physical science or a biological science bachelor's degree. If a person wants to specialize in one field, then he will have to be selected for a third year of work which will lead to a bachelor's specialised degree.

With respect to the administrative set up for the Regional Colleges in the Ministry, it may be better to create a new directorate in charge of Regional Colleges, which will coordinate all the efforts of those involved in regional college work. In any event, the Regional Colleges must be given identity with higher education in order to give them prestige even though their basic thrust is technical and vocational education. To identify the Regional College with the DTAVE might not provide this prestige factor.

February 6, 1978

Institute of Education.

Members present: U Myo Khin; U Kin Maung Kywe; U Kyaw, Rector; Daw Thein Nyunt, Professor of English; U Aung Thein, Professor of Educational Psychology; U Han Tin, Assistant Lecturer of English; Dr. Khin Mya Yee, Professor of Methodology; Dr. Daw Khin Mya, Professor of Post Graduate Studies; Dr. Daw Saw Khin, Professor of Educational Theory; Daw Htay Htay, Head of Home Economics.

This Institute, like all four year institutions, is faced with the problem of adjusting its curriculum to follow up the two years which have been transferred to the Regional Colleges. This is a difficult task because there is resistance to change. But there is also the realisation that somewhere along the line there must be some accomodations because the Regional Colleges are here and there is no choice but to make necessary changes.

There is agreement that the Regional Collges should be administered by the regions and be responsive to regional needs. At the same time, however, there should be centralised control over the curriculum; especially in the early stages of development.

Visited the Home Economics Division and a kindergarten class in the Demonstration School.

February 7, 1978

Department of Basic Education.

Members present: U Kin Maung Kywe; U Myo Khin; U Than Oo, Director-General; U Thaung Tut, Director (Academic); U Thaik Tun, Assistant Director; and Daw Yi Yi Khin, Division Head.

Before 1966, the Technical High Schools, Agricultural High Schools, and Commercial Schools were under the jurisdiction of the Department of Basic Education. In 1966, they were moved to the DTAVE to get all the vocational type programs under one administration. This also provided the Department of Basic Education the opportunity to concentrate its effort on the academic programs and work for their expansion.

If we were to follow this rationale, then the Regional Colleges should be under DTAVE. The one big disadvantage is that the Regional Colleges would have the problem of gaining the necessary prestige to attract the students to their technical programs. The prestige factor is still associated with higher education.

The yearly increase in the number of schools is 1100, 40, and 5 for the primary schools, middle schools, and high schools, respectively.

The appointment and transfers of basic education teachers within a township are under the jurisdiction of the Township People's Council. Transfers within Division/State are under the jurisdiction of the Division/State People's Council. Inter-Division/State transfers require the approval of the two Division/State People's Councils involved. This is true despite the fact that the basic education schools are central government schools. The appointments of Township and Division/State Education Officers are made by the Directorate of Basic Education. In addition, the curriculum is centrally controlled.

Appointments of personnel of institutions under the jurisdiction of the DTAVE and the Department of Higher Education are made by the directorates involved.

SUMMARY AND SALIENT POINTS

APPENDIX III

OF INTERVIEWS, DISCUSSIONS, AND VISITATIONS

(February 8, 1978 March 7, 1978)

February 8, 1978

Padamya Hall Office

Individual study.

February 9, 1978

State Primary School No. 5, Dagon, No. 44, Prome Road, Rangoon.

Members present: U Myo Khin; Daw Yi Yi Khin; U Tin Swe; Principal; U Aung Than, Township Education Officer; U Sein Hla Tun, Executive Committee, P.T.A.; U Kyaw Maung, Vice President, P.T.A.; U Mya Kyi, Joint Secretary, P.T.A.; U Aung Myint, Executive Committee, P.T.A.; and U Maung Maung Yin, Patron, P.T.A.

After a discussion about the school curriculum, administration, staffing, budget, and drop-out problems, visited several classes. What is striking is the large class size. The normal maximum class size is 60, but this number is frequently exceeded. The size of the class seems to be a function of the size of the room. There was a first grade class of some 80 students with one teacher. And this school is one of the better schools in a well-to-do district. It has a very active P.T.A. which looks after the administrative needs of the school very effectively.

February 10, 1978

Burma Educational Research Bureau.

Members present: U Myo Khin; Dr. Ye Aung, Chairman; Daw Ma Ma Sein, Education Research Officer; Daw Mya Mya Kyi, Senior Research Officer.

The Bureau is in touch with Regional College officials to engage in the appropriate research activities connected with the Regional Colleges, such as follow-up studies on the students.

The Bureau is currently engaged in a project testing the feasibility of on-the-job educational program for drop-outs. The effort is to make these drop-outs academically competent while they are placed on jobs.

With respect to the problem of a variety of institutions being involved in vocational and technical education, the feeling seems to be that these various efforts will have to be integrated and coordinated sometime in the future in order to make maximum use of limited resources.

February 13-15, 1978: Trip to Taunggyi

Inle Lake Tour

Members Present: U Myo Khin; U Sann, Principal, Taunggyi Regional College, Taunggyi, Southern Shan States; U Tha Dun, State Education Officer, Shan State, Taunggyi; U Hla Kyaw, Principal, Teachers' Training School, Taunggyi, Southern Shan State; Mrs. Toshiko Amioka.

Met U Saung, a retired merchant, Nyaung Shwe (Yaung Hwe), Southern Shan State. He is very much in favor of the establishment of the Regional Colleges. He feels it is much better to train the students in vocational and technical skills, since an individual with an occupational skill can strike out on his own even if there is no government services job available. A university education without any occupational skill means that the individual cannot strike out on his own. The Regional Colleges should be supported financially by the regions. He feels that there is no difficulty in getting the necessary financial support in the form of contributions. The real problem is getting the necessary equipment and supplies for the college. This is related to the problem of international trade because some of the equipment and supplies cannot be readily obtained in Burma.

Teachers' Training School, Taunggyi, Southern Shan State.

Members Present: U Myo Khin; U Sann; U Tha Dun; U Hla Kyaw and his staff and students; and Mrs. Toshiko Amioka.

There are about 137 students currently enrolled, ranging in age from about 17 to 30 years. Of these about 35 are in-service teachers being retrained.

After touring the campus, we were treated to a program of folk dances of the various nationalities of Burma.

Technical High School, Taunggyi, Southern Shan State.

Members present: U Myo Khin; U Sann; U Tha Dun; U Saw David Win, Principal; U Saw Pho Htoo, Work Shop Superintendent; and Mrs. Toshiko Amioka.

There are currently 196 students, of which 69 are second year students and 127 are first year students. About 30% of the graduates go on to the Government Technical Institute.

This High School has six programs: Welding; Building Construction; Plumbing; Machine; Motor Vehicle Repair; and Electrical Maintenence. The facilities are excellent and the equipment is well-maintained and in good operating condition.

There is an excellent working relationship between this High School and the Regional College. Both staffs are working to make maximum use of the facilities and equipment within the time frame available.

Taunggyi Regional College, Taunggyi, Southern Shan State.

Members Present: U Myo Khin; U Tha Dun; U Sann and his staff; and Mrs. Toshiko Amioka.

Taunggyi Regional College was originally Taunggyi College, one of the affiliated colleges of Mandalay University. Since it was a two-year undergraduate college, there was no serious problem when it was converted into a Regional College. In fact, it appears that the conversion was welcomed.

In the first year, 472 students enrolled. Of these 429 are now in the second year program. There are seven technologies offered: Veterinary Science and Animal Husbandry (143 students); Agriculture (60); Mining (16); Metallurgy (50); Motor Vehicle Maintenance (49); Accountancy (40); and Office Work Management (71). With respect to potential job placement, the staff was quite confident that they will be able to place the graduates after they finish the third year of on-the-job training as follows: Veterinary Science and Animal Husbandry and Agriculture (State farms and Cooperatives); Mining (Mining industry); Metallurgy (Producers' cooperatives); Motor Vehicle Maintenance (Government Work Shop); Accountancy and Office Work Management (Government service).

There are currently 579 students in the first year program. They are divided into the following programs; Science (Biology)--346 students; Science (Mathematics) --176; Arts (Mathematics)--33; Arts--24.

With respect to the administrative set-up for the Regional Colleges, there was the usual mixed feeling. In order to emphasize the technical and vocational program, they feel that the Regional Colleges should be tied in the DTAVE. On the other hand, from the standpoint of developing prestige, the feeling is that the Regional Colleges should be tied in with Higher Education.

Whatever the administrative set-up, in order to get the students to move into the technical and vocational program of the Regional Colleges, the following must happen: (1) entrance to the universities must be limited; (2) job opportunities, with good pay, must be available; and (3) there must be an effective and good technology program, with good equipment and facilities, in the Regional Colleges.

There was a supportive and positive attitude toward the Regional Colleges. The spirit that the Regional Colleges must succeed was very evident.

Shan State People's Council Office, Shan State, Taunggyi, Southern Shan State.

Members present: U Tun Yin Law, Chairman, State People Council, Shan State; U San Lun, Executive Committee member, State People Council, Shan State; U Myo Khin; U Sann; U Tha Dun; U Saw David Win; and U Hla Kyaw.

Spent about an hour discussing the function, role, status, and problems of the Regional Colleges. Throughout the discussion, the spirit of active and positive support of the Regional Colleges was very evident. It was heartwarming to find such support right at the top of Shan State.

Government Technical Institute, Kalaw, Southern Shan State.

Members present: U Myo Khin; U Sann; U Tha Dun, and U Soe Yin, Principal.

Made a rapid tour of the campus and visited the Mining Engineering Shop. If necessary, the mining engineering equipment can be moved to the Regional College site in Taunggyi. I felt that there was a reluctance to see such a transfer made.

In addition to the Mining Engineering Program, there is a Civil Engineering program at this Institute.

February 17, 1978

School of Cookery and Tailoring, Rangoon

Members present: U Myo Khin; Mrs. Toshiko Amioka; Daw Khin Aye Thwe, Principal; and Daw Ah Mar Ni, Instructor in Charge of Tailoring Section.

The morning was spent touring the school and observing the training program being offered in the various areas of specialization.

February 20-23, Trip to Moulmein and Tavoy

Moulmein College, Moulmein, Mon State.

Members present: U Min Wun; Mr. Frank Scotton; Nai Sein Lin, Principal, Moulmein Regional College; Nai Khin Maung Tint, Principal, Moulmein College; and Mrs. Toshiko Amioka.

Moulmein College is an upper division college, affiliated with Rangoon Arts and Science University. Its enrollment for the 3rd and 4th years is about 2000 students. There was a plan to make Moulmein College a university and the staff and facilities were adequate to meet the requirements of a university. But the plan was suspended with the introduction of Regional Colleges.

The change of Moulmein College to upper division status is satisfactory because the student-teacher ratio has improved. The staff feels that it can do a better job teaching.

Mon State People's Council Office, Mon State, Moulmein.

Members present: U Min Wun; Mr. Frank Scotton; Nai Sein Lin; Nai Khin Maung Tint; Nai Aung Htut, Chairman of State People's Council; Nai Aung Hnin, Secretary of State People's Council; Nai Wan Tin, Head of State Office; Nai Khin Nyunt, Member of State People's Council; Nai Tun San, State Educational Officer; and Mrs. Toshiko Amioka.

Discussed role, function, and status of Regional Colleges. The Chairman expressed a determination to get the necessary facilities and equipment and the coordination of various agencies to meet the objectives of regional colleges. With respect to job opportunities, the State People's Council will make every effort to provide jobs to the Regional College graduate. The specific plans are not complete, but the emphasis will be upon the establishment of producers' cooperatives.

With respect to the question of opening up the economic policy to permit more foreign involvement in consonance with the Burmese program, the Chairman responded that it was dependent on national policy.

The spirit is very positive. The question is whether this spirit can be translated into specific and concrete material reality.

Moulmein Regional College, Moulmein, Mon State.

Members present: U Min Wun; Mr. Frank Scotton; Nai Sein Lin; Chairmen of the various departments of the First and Second Year Programs; and Mrs. Toshiko Amioka.

The result of the first year examination indicates that Moulmein Regional College students did quite well. The feeling was expressed that teaching at the Regional College was easier because the students were more industrious, obedient, and less prone to cause disciplinary problems. There are two basic reasons: (1) regional identity and the desire on the part of both the staff and students to establish their Regional College as a better one than the other Regional Colleges; (2) competitive spirit to prepare for the forthcoming university entrance examinations. (This situation is different from earlier years when a student matriculated directly into a four-year institution because the attitude then was, once a student was accepted by a university, he was assured of graduation--i.e., it was difficult to get into a university, but once accepted, it was easy to graduate.)

The course content differs in comparison with similar courses previously taught at Moulmein College in that the emphasis is on the practical aspects.

The common problem with respect to the technology second year program is inadequate facilities, equipment, and supplies on the campus. The principal and staff are making efforts to utilize the facilities and equipment of related educational institutions, industry, cooperatives, and factories. In this connection, there was some ambiguity about the difference between this second year "industry-based" training and the third year on-the-job training. In spite of the problems, the staff feels that a Regional College graduate will have the necessary entry-level skill.

Technical High School, Moulmein, Mon State.

Members present: U Min Wun: Mr. Frank Scotton; Nai Sein Lin; Nai Tun Khin, Principal, Technical High School; and Mrs. Toshiko Amioka.

There are approximately 200 students enrolled in the two-year program. Training in the following three trades is offered: Auto Mechanics, Repairs, and Maintenance; Machine Tools and Design; and Welding. The Technical High School is well equipped and the equipment is well-maintained. There is excellent cooperation between the High School and the Regional College to make use of the equipment to the maximum. Since the instructors of the High School are utilized as lecturers to teach the Regional College students, there is no problem in this joint-usage system.

Fish Pond Site, being run by Moulmein College; and Animal Husbandry Farm; and a State Farm.

Members present: U Min Wun: Mr. Frank Scotton; Nai Sein Lin; and Mrs. Toshiko Amioka.

At these sites, the Principal has arranged for second year students to get their training in their respective technologies. Here, the students will be given actual hands-on training.

Private Rubber Factory.

Members present: U Min Wun; Mr. Frank Scotton; Nai Sein Lin; and Mrs. Toshiko Amioka.

The methods being employed at this factory are quite "primitive." But, this is better than no hands-on training, since there are no other facilities available. The staff would have to make every effort to acquaint the students with skills and techniques which would improve the method currently being used at the factory.

Tavoy Regional College, Tavoy, Tennasserim Division.

Members present: U Min Wun: Mr. Frank Scotton; U Thein Lwin, Principal, Tavoy Regional College; Chairmen of the various departments of the First and Second Year Program; and Mrs. Toshiko Amioka.

The discussion revealed the common problem of serious lack of adequate supplies, equipment, and facilities. The problem is magnified in Tavoy because the Regional College is not a conversion of a previously existing educational institution and also because there are no other technical and vocational education institutions available whose equipment can be shared. This problem extends to the basic education area, since there is a serious lack of equipment and instructional aids.

With respect to the technology programs, the training for Mining Technology will be mine-based; for Food Technology, campus-based; for Aquaculture and Aquacultural Product, Pearl and Fishery Corporation-based in Mergui; for Rubber Technology, factory-based; and for Home Economics, campus-based. The Food Technology program faces serious problems. For example, cans are difficult to obtain, equipment for food analysis is not available, there are no food processing plants in Tavoy, and the canning factory is not in operation.

The distribution of the 166 first year students is as follows: Science (Biology)--80; Science (Mathematics)--52; Arts (Mathematics)--24; Arts--10. The distribution of the 162 second year students according to trade and technology is as follows: Home Economics--55; Rubber Technology--39; Aquaculture--28; Food Technology--21; and Mining Technology--19.

Inasmuch as the tradition of emphasizing university as a goal is still the reality, the current curriculum may be unavoidable. But, it may be better to modify the mode of offering by developing a combination of general education and technical and vocational education in both years. This modification might make it possible to coordinate and articulate the general education courses more effectively with the technologies. In any event, with the introduction of the Regional Colleges, both the universities and the lower basic education must seriously reexamine their curriculum and modify the curriculum.

Another serious lack is an adequate library. More books for outside reading, particularly for the basic English course, are needed as soon as possible.

In the development of curriculum, there should be a Regional College representatives to whatever group is assigned this task. It is important to get the first hand experience and perspective of the Regional College staff in curriculum development.

Division People's Council Office, Tavoy, Tennasserim Division.

Members present: U Min Wun; Mr. Frank Scotton; U Thein Lwin; and Mrs. Toshiko Amioka

Discussed with the Chairman the role, function, and status of the Regional Colleges. There is "spiritual" commitment to the Regional College and an expression of happiness at the establishment of the Regional College. However, whether this will be translated into actual concrete reality in the form of equipment and supplies and ultimate job opportunities for t he graduate remains to be seen. Planning still appears to be in general terms, rather than specific concrete programs.

February 24, February 27 - March 3, March 6, 1978

Padamya Hall, Thamaing College Campus.
15/C Pyidaungsu Lane, Goodliffe.

Collation of materials preparatory to the writing of the Final Report. Development of detailed Tentative Outline.

March 7, 1978

Regional College No. 1, Botataung Township, Rangoon

Members present: U Kin Maung Kywe; U Myo Khin; U Tin Myint, Principal; and U Hla Gyi, Registrar.

The enrollment in the first year was 2323. Of these 2241 passed the first year examination. 423 of the second year students went to Regional College No. 2 in Hlaing Township to pursue the Chemical Technology and Domestic Science programs, which are not available at Regional College No. 1. The remaining 1818 students (879 male, 939 female) are distributed in the various technology programs as follows: Textile--99 (37 male, 62 female); Metal Processing--84 (all male); Machinery Repairs--151 (all male); Electrical Appliances and Repair-164 (112,52); Building Construction and Maintenance--117 (51,56); Agriculture--52 (16,36); Aquaculture--150 (79,71); Animal Husbandry--150 (77,73); Rubber Technology--150 (66,84); Food Technology--150 (39,111); Accounting--167 (54,113); Secretarial--188 (12,176); Mass Communication--51 (21,30); Cinematography--47 (33,14); Printing--98 (47,51).

The 2848 (1221 male, 1627 female) first year students are distributed as follows: Science (Biology)--1698 (586 male, 1112 female); Science (Mathematics)--825 (553,272); Arts (Mathematics)--163 (46,117); Arts--162 (36,126).

Of the technology programs, only the Electrical Appliance and Repair and Secretarial Programs are campus-based; the rest are "industry-based." There are serious equipment problems. For example, in the Secretarial Program, there are only one English typewriter and five Burmese typewriters for 188 students.

With respect to the "industry-based" programs, there is a problem of proper sequence of training in some of the programs. For example, in the Building Construction Program, the students are being placed on practical training before they have had any theoretical training.

It is estimated that there will be a maximum of 20% of the second year students who will pursue the third year on-the-job training program. It may be a blessing in disguise at the present time that so many of the students will select university stream, since this will give the Regional Colleges more time to get adequate facilities and equipment for their technology programs. However, this situation cannot long continue of the Regional Colleges are to fulfill their basic mission.

SAmioka:WN:kno.

SUMMARY AND SALIENT POINTS

APPENDIX IV

OF INTERVIEWS, DISCUSSIONS, AND VISITATIONS

(March 8, 1978 - April 7, 1978)

March 8, 1978

American Embassy and American Center.

Started making preparations for departure from Rangoon.

March 9, 1978

Padamya Hall, Thamaing College Campus.

Member present: Sai Aung Tun, Principal, Myitkyina Regional College, Myitkyina, Kachin State.

Myitkyina Regional College is offering the following technologies in its second year program: Machinery Repair and Maintenance; Agriculture; Animal Husbandry; Secretarial Science; and Domestic Science. The College is facing serious problems in obtaining the necessary equipment for its Machinery Repair and Maintenance Program. The College has obtained a few pieces of equipment and tools from the Government Workshop, but these are hardly enough. The problem is compounded because there are not too many other institutions or agencies from which to borrow or obtain these pieces of equipment.

Original plans called for locating a Technical High School in Myitkyina under the Colombo Plan. The buildings are not quite complete, but the equipment has already arrived or will arrive very shortly. The plans for a Technical High School were developed prior to the establishment of Regional Colleges. Now that a Regional College has in reality been established here, the situation is drastically different. In view of this changed circumstance, it would be prudent, if possible, to rechannel these facilities and equipment to the use of the Regional College. This would avoid the problem of a dual stream in technical education and provide the Regional College with sorely needed equipment and facilities.

The staff is busily engaged in trying to meet the day-to-day needs in mounting an effective educational program. Therefore, they have not had the opportunity to implement concrete steps for the third-year on-the-job training program. The ultimately most important problem of job opportunities has not been dealt with in any specific detail as of the moment. The educational community recognizes the importance of this problem, but there is some question whether the more important segment outside of education, which is primarily responsible for this aspect of the Regional College effort, is sufficiently aware of this problem.

March 10, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Kin Maung Kywe, U Myo Khin, and U Ohn Maung.

Checked and updated data on educational institutions for the final report

March 13-16, 1978

Preparation of Final Report.

Furniture Industries Department, Timber Corporation, Rangoon

Making arrangements and seeking approval for purchase and export of pieces of furniture.

March 17, 1978

School of Cookery and Tailoring.

Members present: U Myo Khin; Daw Khin Aye Thwe, Principal; Daw Ah Mar Ni, Instructor in charge of tailoring section; Mrs. Toshiko Amioka.

Mrs. Amioka gave a lecture-demonstration on macrame hand-craft to the student body and faculty. It was encouraging to note how interested they were and how quickly they were able to learn the basic techniques.

March 20, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Myo Khin; U Tun Lwin; U San Shein; and U Sein Myint, Rangoon Institute of Technology.

Charts on the organisation of the Ministry of Education and educational system of Burma, present, emerging, and long range, for inclusion in the Final Report.

March 21-24, 1978: Mandalay-Pagan Trip

Mandalay Regional College, Mandalay, Mandalay Division.

Members present: U Tin Aung; Mr. Francis P. Coward; U Hla Myint, Principal, Mandalay Regional College; U Ba Than, Divisional Educational Officer, Mandalay Division; U Myint Maung, Vice-Principal; U Win Myint, Registrar; U Tin Hla, Member of Regional Supervisory Committee; U Lu Ni, Principal, Meiktila Regional College, Meiktila, Mandalay Division; U Kyaw Myint, Rector, Mandalay Arts and Science University, Mandalay.

Mandalay Regional College enrolled 1069 students in the first year. Of these, about 960 are in the second year technology program. There are currently 1879 students in the first year program.

There are five technology programs being offered. The campus-based programs are: Domestic Science; Accounting; and Electrical Maintenance. The industry-based programs are: Machine Repair and Agriculture.

Meiktila Regional College has 705 first year student and 498 second year students. It offers five technology programs. The campus-based programs are: Domestic Science and Accounting. The industry-based programs are: Textile; Machine Repair; and Agriculture.

These Regional Colleges face the common problem of inadequate facilities and equipment for the technology programs. They are partially meeting the problem by using the equipment and facilities available in other institutions, such as the Government Technical Institutes and the Technical High Schools, and in industry.

The Mandalay Arts and Science University is reassessing its curriculum to accomodate the introduction of the Regional Colleges into higher education. The possibility of offering a more generalized bachelor's degree is being explored. No serious problems are foreseen in making adjustments to the university curriculum.

Government Technical Institute, Mandalay, Mandalay Division.

Members present: U Tin Aung; Mr. Francis P. Coward; and U Sein Win, Principal, Government Technical Institute.

The total enrollment currently is 582 students for the three year program. The Institute enrolls about 140 students yearly. The curriculum offers programs

in four technologies: Civil Engineering; Mechanical: Power; Electrical: Power; and Electrical: Communications.

A tour of the campus revealed that the Institute has a well-equipped facility. The Institute makes its facilities and equipment available to the Regional College in the late afternoon and evening.

Technical High School, Mandalay, Mandalay Division.

Members present: U Tin Aung; Mrs. Francis P. Coward; U Sein Win; U Soe Thein, Workshop Superintendent and Acting Principal, Technical High School; and U Shan Mugan, Electrical Instructor.

There are currently 160 first year students and 120 second year students. the following six technologies are offered: Mechanical: Power; Electrical: Power; Machine Tools and Design; Radio; Civil Engineering; and Welding. About 20% of the graduates go to the Government Technical Institute, 10% to the Regional Colleges, and 70% to jobs.

The facilities and equipment are very good. The staff of the Technical High School is very cooperative and makes its facilities and equipment available to the Regional College when the schedule permits.

Academy for Development of National Groups, Ywathitgyi, Sagaing Division, Burma.

Members present: U Tin Aung; Mr. and Mrs. Francis P. Coward; Mrs. Toshiko Amioka; U kan Tin, Assistant Director, Academy for Development of National Groups; U Kyin, Lecturer, Agriculture; U Saw Kyaing, Lecturer, Political Science; U Aye Myint, Lecturer, Science; U J. Po Yein, Lecturer, English; Daw Tin Tin Win, Lecturer, Mathematics; Daw Khin Than Myint, Lecturer, Geography; Daw Nyunt Nyunt Lwin, Lecturer, Burmese; and Dr. Daw Myint Myint Sein, Lecturer, Health.

This Academy was founded in 1964 to train young people of the indigenous races of Burma to become politically conscious primary school teachers and community leaders. Quota for admission is set by the Central Committee of the Party Secretariat. The quota currently is approximately as follows: Shan State --40; Kachin State--30; Kayah State--20; Chin State--10; Arakan State--6 or 7; Mon State--6 or 7; and Karen State--20. The annual intake is 175 trainees and the Academy can accommodate a total of 700 students. The trainees are selected by the local administrative bodies. Before taking the entrance examination, the candidates are required to have passed the Seventh Standard and must be within the age group of 15 through 18.

When selected, the trainee is granted a monthly stipend of K75 from which is deducted K60 for dormitory and mess expenses. In addition, the trainee is given a travel allowance to and from home.

There are eight dormitories for boys and four for girls, each accommodating 16 students. The ratio of boys to girls has been 2 to 1 since the establishment of the school. The students represent some 54 different indigenous groups.

While attending the Academy, each trainee is required to learn High School subjects for the first two and a half years. The Primary Teacher's Training Course is introduced in the fourth year. In addition to the study of culture, special courses are provided regarding the practical subjects as First Aid and Nursing, Veterinary Science, Cooperative Practices, Fine Arts, Physical Education, Agriculture, Domestic Science, and Industrial Arts. By the time they leave the Academy, the students will be well equipped with the idea and knowledge of politics, academic and practical subjects.

Out of the 56 permanent full-time teaching staff, including the Director and the Assistant Director, 8 are lecturers, 20 are assistant lecturers, and 26 are instructors. Almost all of them have been professionally trained in teaching.

The facilities of this Academy are beautifully and spaciously laid out. The Academy is well-equipped and well-stocked with supplies. It is very evident that this institution occupies a high priority in the national program for education. The museum located in the Academy is outstanding.

Administratively, the Academy is under the jurisdiction of the Director-General of Basic Education.

Pagan, Mandalay Division, Burma.

Members present: U Tin Aung; Mr. and Mrs. Francis P. Coward; Mrs. Toshiko Amioka; and Ko Than Nyunt, Guide.

Toured Pagan and visited such sites as: Sarabah Gateway; Shwezigon Pagoda; Ananda Temple; Thatbyinnyu Temple; Dammayangyi Temple; Bupaya Pagoda; Kubyaukgyi Temple; and Myazedi Pagoda.

The striking thing about all of these relics is that they represent structures that were built in a civilization that flourished some nine hundred years ago. Visiting Pagan brings home very forcefully the efficacy of the statement found in The System of Correlation of Man and His Environment: ". . . Looking back on the life span of the world and its changes we can say that man has possibly attained, time and again, levels of civilisation much higher than those of our times. . . ." (p. 37) it is indeed a humbling experience.

March 25, 1978

Padamya Hall, Thamaing College Campus.

Members present: U Myo Khin; U Aung Khin; U Soe Myint Win; U San Shein; and U Kin Maung Kywe.

Discussion on the highlights of the Final Report.

March 28-31, 1978: Akyab-Sandoway Trip.

Akyab Regional College, Akyab, Arakan State, Burma.

Pearl and Fishery Training Site at Sandoway.

April 3-7, 1978.

Discussion of Final Report with various groups.

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